

CHAPTER IV

RESEARCH FINDINGS AND DEVELOPMENT

This chapter concerns the findings and discussions of the research in details. The findings refer to the objectives of the research which are stated in Chapter I.

A. First Draft Development

This research adopted the theory of Gall, Borg, and Gall (2003) in its process of development. Moreover, the findings of each process of developing the materials will be discussed thoroughly as follow.

1. The Needs Analysis

The needs analysis was conducted on April 2016 in the second semester of school year of 2015/2016 in MTs N 1 Kebumen of Kebumen Regency of Central Java, especially in the seventh grade of Full Day School (FDS) classes. The needs analysis dealt with the observation towards student needs and MI profile inventory. In regard to this, three techniques including distributing questionnaires, distributing MIS tests and conducting interviews were administered to obtain the data.

The questionnaire was designed to reveal the target needs and learning needs as the basis of the development of the students' speaking materials. In the form of 24 multiple choice questions, the questionnaire included semi-structured questions, where major questions are designed in a way where a close ended

(multiple questions) is followed by an open probe for further explanation / additional choices of answers. In reference to this, the students were asked to answer some questions with totally pre-categorized response options where the students were allowed to choose more than one options or even add further explanation in the provided blank spaces. Furthermore, the MIS test was designed to determine the students' MI profile which was also taken into account as the basis of the development of the students' speaking materials. The test covered the items which each consisted of eight words or phrases reflecting each intelligence. The students were asked to rank the options by giving number 8-1 from the most to the least of their preferences for each topic. The interview was then conducted to get more detail information and deeper understanding of the needs, particularly from the students' point of view. It was conducted to 12 students from the two classes. The interview questions were related to the questionnaires about students' needs.

a. The Respondents of Needs Analysis Survey

The respondents are 64 students of seventh grade students of FDS program. The school has two classes of FDS program and the researcher took the two classes as the respondents. The seventh grade students were chosen because they are still in the critical period of language acquisition. Regarding this, the data shown by the school says that the students are in the range of 12-14 years old. In these ages, the students are assumed to be able acquire the language faster because they are still in the critical period as theorized by Lenneberg (1967). It is expected that students can learn English speaking with various activities which cater their

interests and potentials. As a result, the students are able to be more successful in mastering English language skills. Furthermore, the rehearsal given allows them to save both their knowledge and learning experience in their long term memory which then can be recalled in their future learning processes.

The preliminary observation result which was based on the researcher's experience as the teacher in the school and the current English teachers' opinion showed that the full day school students have different characteristics from the regular classes. They are more critical in thinking and more active in learning and showing their idea. In reference to the academic achievement, the full day school students have higher level of English acquisition than the regular ones. Moreover, each class of full day school program consists of 32 students with different characteristics and interests which are represented in their intelligence profile.

b. The Result of Needs Analysis

Since the aim of this study is to know the appropriate design of MI-based English speaking supplementary materials for Islamic schools, the needs analysis questionnaire and interview cover a number of issues related to students' attitude toward English materials, e.g. their opinion about the importance of learning English, their speaking ability, their problems in speaking, the learning needs especially the ones which deal with MI theory and their attitudes toward Islamic value in English materials. The details of the needs analysis results are presented below.

1) Target Needs

The target needs takes the first aspect to take into account before designing an appropriate English textbook for students. The target needs can be obtained by observing the target situation in terms of necessities, lacks, and wants.

a) Necessities

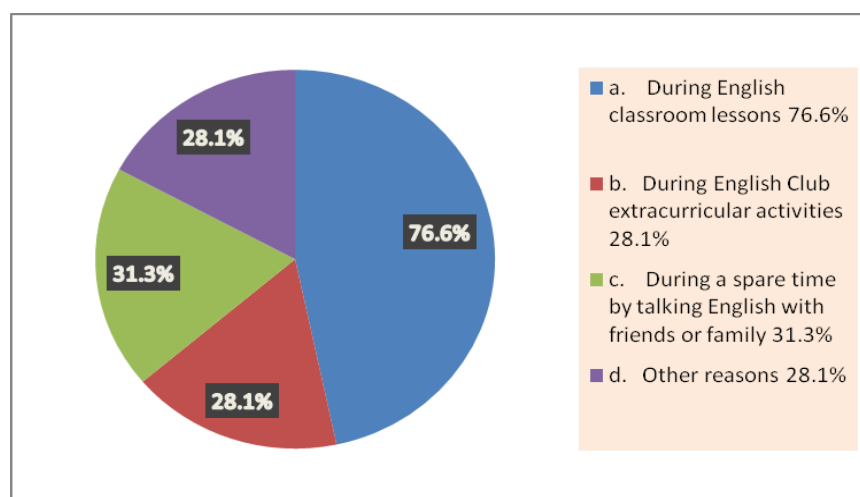


Figure 5. Students' Habit of Speaking English

Based on the given indicators, the result of the analysis shows that a high number of students speak English only when they have an English class (76.1%). Only a few students speak English for leisure time or for daily conversation. The data is supported by the result of the interview towards 12 students who mostly conveyed that they speak English only when they have English lessons. Some students also conveyed that they also speak English in English Club conducted by the school as one of the extracurricular program. The knowledge of the students' speaking habits leads the researcher to design a textbook which can facilitate

teaching-learning speaking activities at school and make the students get accustomed to English speaking in their daily life.

Regarding the students' objectives of learning English speaking skills, most students stated that they want to be more competent in English subject in higher level of education (64.1%).

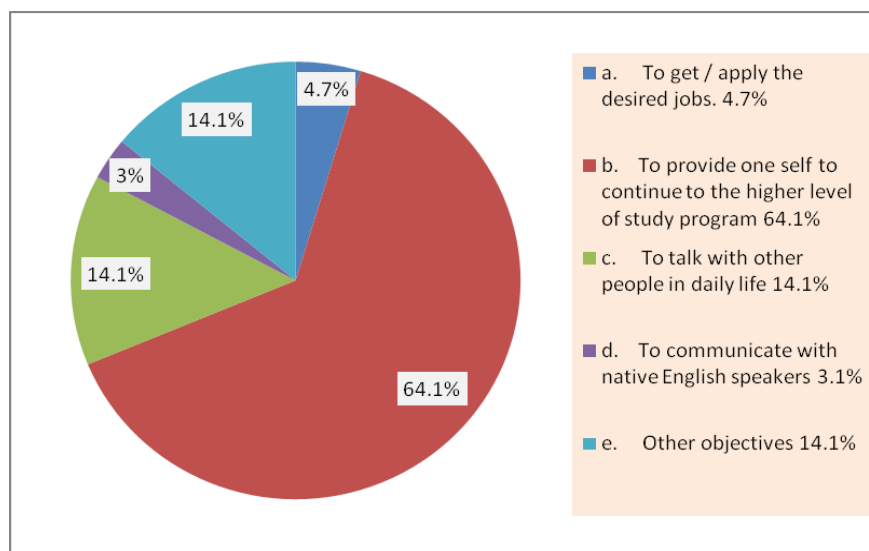


Figure 6. Students' Objectives of Learning Speaking.

The data is supported by the result of the interview which conveyed that a high number of students study English to prepare themselves for facing the higher levels of education and the work life. In reference to this, the developed textbook is expected to prepare the students for achieving them, i.e. to continue their study, to get/apply their desired jobs, and to communicate with native English speakers. In short, the materials included should be relevant to those purposes and should be practically used in real life.

In terms of purposes of learning English, the result of the need analysis also shows that a high number of students learn English speaking skills to get fluent

English speaking and they expect to be able to communicate in English using common utterances conveyed in daily conversation (54.7%). Therefore, the texts being used as the materials should be relevant to students' interest/major.

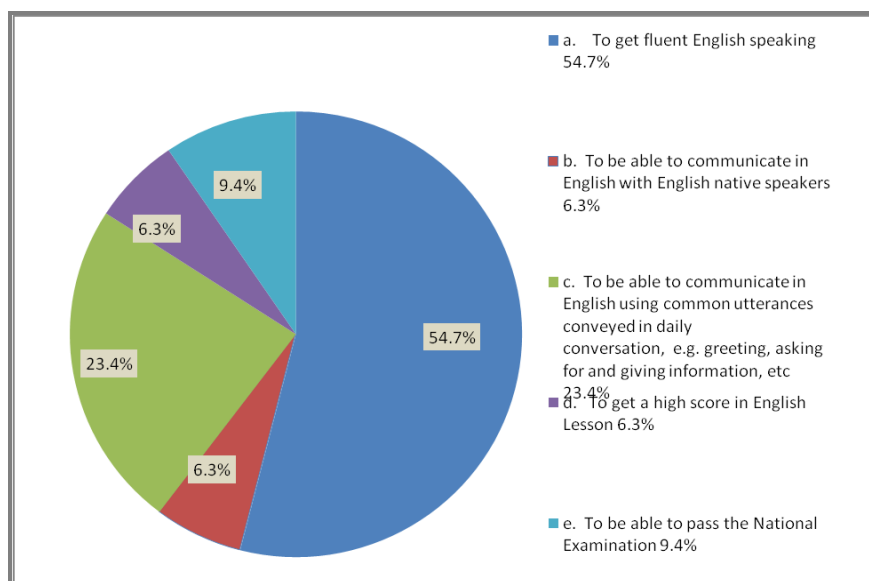


Figure 7. Students' purposes of Learning Speaking.

b) Lacks

Students' lacks concerns the information related to what the learners know already and have not known yet. It is crucial to know the students lacks before developing a textbook, as this will determine to what extend the complexity of the materials applied and the appropriateness of language used in the materials.

In the current curriculum, it is stated in Permendikbud no. 67 2013 about the curriculum in Elementary school that English is not officially taught as a compulsory subject at Elementary school. Despite that, English can be introduced in Elementary school only in extracurricular program. It implies that, students get limited English exposure before they study in Junior High School. Thus, it can be assumed that the seventh grade students are in the breakthrough/ beginner level

(A1 level) based on CEFR (Common European Framework of Reference). Indeed, the result of the survey shows the same condition that almost half of the students conveyed that they are in A1 level or breakthrough/beginner level (46.9%). Yet, a few respondents conveyed that they were in way stage/ elementary level and threshold/ intermediate level. Therefore, the difficulty level of the developed materials should be adjusted to A1 learners. This also implies that the developed materials in the speaking textbooks are expected to provide comprehensible input that belongs to level ‘i+1’ (Krashen: 1988). Furthermore, this consideration also answers the needs of students to overcome their lacks in speaking English including low pronunciation mastery, low vocabulary mastery, and anxiety which become major difficulties that the students found in speaking. Based on the need analysis result, a great number of students conveyed that they found difficulties in speaking English because of some reasons, e.g. low pronunciation mastery (54.7%), low vocabulary mastery (48.4%), and anxiety (10.9%).

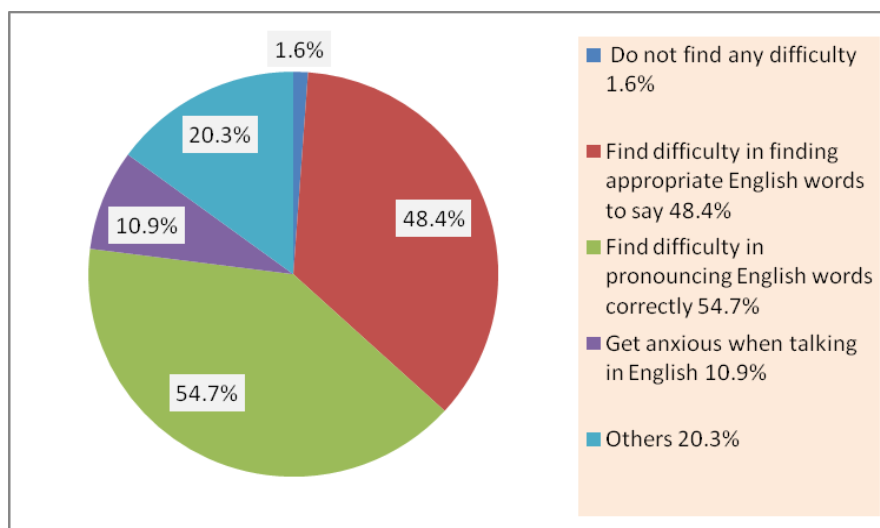


Figure 8. Students' Difficulties in Learning Speaking.

c) Wants

The students' wants concern anything that they intend to do, to get, or to experience during the English learning activities. The following is the table showing the students' wants towards English speaking materials.

Table 2. The Students' Wants

No	Issues	Answer with the highest percentage	%
8.	4 monologue texts and short functional text that the students want to learn in the developed textbook	a. Introducing one's self b. Descriptive text c. Instruction d. Warning/caution	82.8% 85.8% 75 % 76.6%
9.	4 transactional texts that the students want to learn in the developed textbook.	a. Introducing one's self and the responses b. Stating and asking for the name of animals, things, and public facilities c. Thanking and apologizing d. Greeting and leave taking	81.3% 56.3% 67.2% 67.2%
10.	Topic for the developed materials	Related to daily activities, i.e. at school, at home, in public places.	62.5%
11.	Sub skills of English speaking that the students want to master	a. Pronounce English words correctly b. Talk in English with a good structure	50 % 35 %

The materials to which the students want to learn in speaking classes are those which are written in the curriculum syllabus (Introducing one's self, Descriptive text, Instruction, Stating and asking for the name of animals, things, and public facilities, Thanking and Apologizing, Greeting and leave taking, Warning/caution). The result also shows that a high number of students prefer learning the materials which are related to daily activities (62.5%). Furthermore, a

high number of students conveyed that they want to improve their skills in speaking with a good pronunciation (50%) and a correct structure (35%). Thus, to accommodate the respondents' wants, the researcher attempted to present the preferred materials which were supported by adequate pronunciation and grammar practice.

2) Learning Needs

Learning needs concerns what the students are going to do from their starting point (lacks) to the destination (necessities and wants). For this research, the researcher prepared 13 questions within the questionnaire could be used to dig in the information about the students' learning style, the teaching learning activities, materials form and presentation that the students prefer.

Table 3. Students' Learning Needs

No	Issues	Choices of Answer		%
12	opening activity the students prefer	a	answering warming up questions	60.9%
		b	discussing the given picture	4.7%
		c	discussing the given recording	1.6%
		d.	discussing the given video	25%
		d	Other	7.8%
14	Learning activities to support the speaking class	a	Speech	37.4%
		b	Make a note	0 %
		c	Simulation	87.5%
		d	Answering questions	3.1%
		e	Questioning-answering	82.8%
		f	Completing crosswords	1.6%
		g	Discussion	73.4%
		h	Games	40.6%
		i	Presentation	86%
		j	Watching short movies	0%
16	How grammar should be learnt in a speaking class.	a	Not necessary to be learnt	1.6%
		b	To be learnt before the discussed texts	40.6%
		c	To be learnt after the discussed texts	15.6%
		d	To be learnt during the discussion of texts	34.4%

Based on the results of the questionnaires, the high number of the students preferred to have a warm-up activity in the form of answering stimulating questions. The questions are given following the warming up activities such as watching a short movie or observing a picture. This activity is intended to build the schema of the materials that will be learnt by the students in each chapter.

In terms of speaking activities, the results shows that students prefer simulations (87.5%), presentations (85.9%), conversations (82.8%), discussions (73.4%), and games (73,4%) to be the best activities for learning speaking. It implies that the developed book should provide tasks which possible students to have the intended learning methods.

Since MI theory is integrated in the developed textbook, the researcher also dug in the information concerning the various activities based on the MI theory. The given options are some sample activities representing each intelligence. Retelling a stories or monologue texts represents Linguistic intelligence. Activities related to logical thinking (e.g. inferential questions, counting, matching, etc) represents Logical-Mathematical intelligence, describing a picture/ video represents Visual-Spatial intelligence. Using movements of body/ body parts represents Bodily-Kinaesthetic intelligence, learning from the lyrics and rhymes of songs represents Musical intelligence, learning by active interaction with other people represents Interpersonal intelligence, learning through self reflection represents intrapersonal intelligence, and observing nature represents Naturalist intelligence.

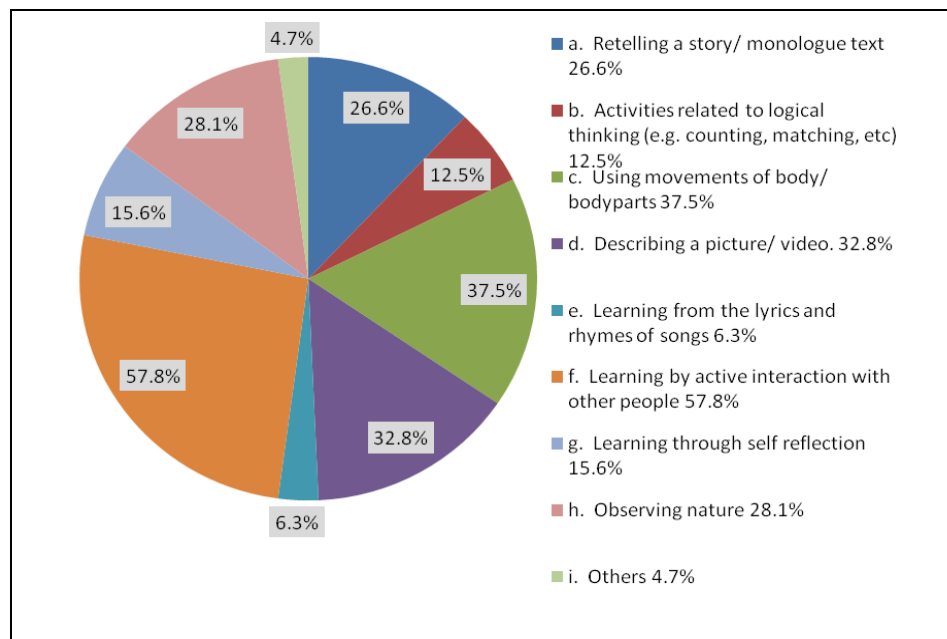


Figure 9. Students' Learning Needs related to Multiple Intelligence

The above pie diagram has clearly informed that learning by active interaction, using movements of body/ body parts, describing a picture/ video, observing environments are preferred activities to be applied more in the textbook. These activities refer to Interpersonal Intelligence, Bodily kinaesthetic intelligence, Visual-Spatial Intelligence and Naturalist Intelligence. The developed materials is then expected to give more chances to the students to interact with other people (e.g. discussion, role-play), explore the body movement, describe a picture/retell the content of a video, and observe the environment. However, applying more portions to certain intelligences does not mean ignoring the other intelligences. The ones with low percentage of students' preference are also applied to accommodate students in learning English as well as improving their intelligences.

In regard to the teaching learning activities that will be passed by the students through the text book, the researcher included several questions related to grammar learning, types of texts, setting, and the stage of material difficulty. The respondents conveyed that it was necessary to include grammar in the materials. 26% students choose to discuss it before the text will be learnt and 22 % students choose to discuss it while the text is learnt. It can be concluded that the grammar discussion can be places before or after the text is discussed. Then, the respondents conveyed that they prefer to have more activities in small groups (50.6%). The texts used in the developed materials should be authentic and able to be found easily in the students' daily life (in public places). Since there are only limited authentic resources suitable to the students' level of study, the researcher concluded that the materials should provide adapted authentic texts which are familiar to the students. Furthermore, the respondents expected that the stage of the material writing is started from the most familiar materials which commonly found in the students daily life.

In terms of materials presentations, the respondents conveyed that if there is a space in a page, it is expected to be used to provide general knowledge or motivation words. Then, illustration/pictures are used only if they are needed / relevant to the tasks being learnt. Furthermore, the combination of pictures in the forms of cartoons and photos are expected to be included in the materials based on the necessity.

Since the respondents come from Islamic school, the questionnaire includes several questions dealing with it. Three questions are asked to get the information about the students' needs of Islamic values speaking materials.

Table 4. Students' Learning Needs Related to Islamic Values

No	Issues	Choices of Answer		%
4.	the students' needs of Islamic values in speaking materials	a.	No	1.6%
		b.	Yes, because 1. Islamic values should be accustomed in every subject. 2. Islamic values in learning materials will improve our faith 3. Islamic values should be grown everywhere we are. 4. Other reasons.	98.4%
5.	To what extend Islamic values should be included in English materials	a.	No need at all	-
		b.	A combination of Islamic and general values	89.1%
		c.	All contents are in Islamic nuances	4.7%
		d.	Other reasons	6.3%
19	In what forms Islamic values should be applied in English materials.	q.	No need at all	3.1%
		b.	In the choice of topic in each unit	45.3%
		C.	In the forms of hadith related to the materials	9.4%
		d.	In the choice of illustrations.	56.3%
		e.	others	1.6%

The above table shows that the students need Islamic values in their English speaking.

c. The Result of MIS Test

MI Scale Test is conducted to determine the students MI profile. The MI profile then is used to identify the appropriate portion of each intelligence based on MI theory which is incorporated in the textbook. Concerning the students' MI

profile, the data shows that there are five intelligences which are dominant including Logical/ Mathematical intelligence, Linguistic intelligence, Visual-Spatial intelligence, Intrapersonal intelligence, and bodily/ kinaesthetic intelligence.

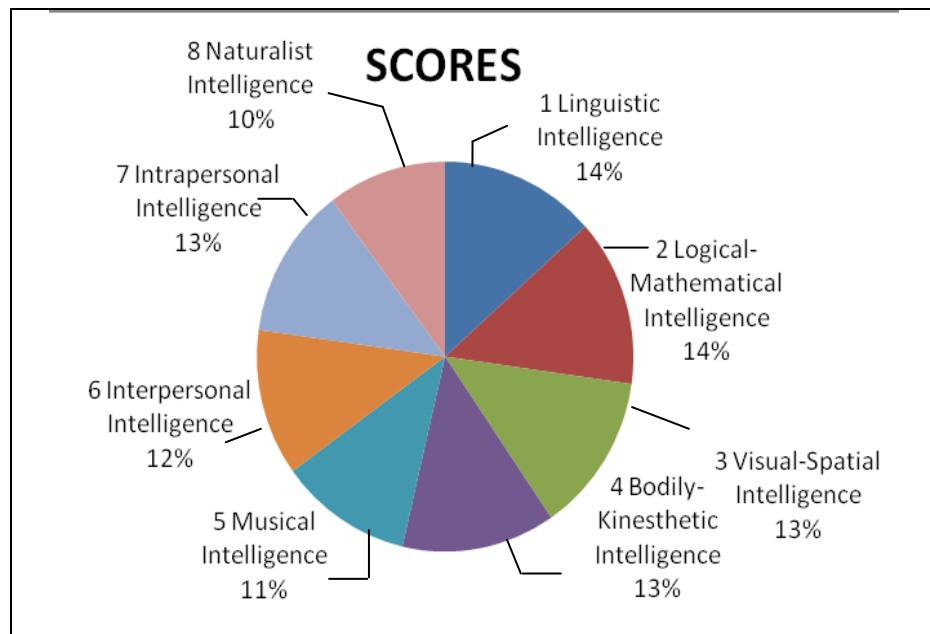


Figure 10. Students' MIS Test Result

Dealing with the result of MI scale test, it seems that the students have balanced intelligences; the percentage of each intelligence shows a little difference towards others. The materials developed in the English speaking textbook then are expected to accommodate students with different types of intelligences in balance proportion and provide activities which meet the students' different interests in order to keep them engaged and involved in the learning process and motivate them to put more effort into learning speaking.

2. Materials Development

Following up to the result of need analysis, the researcher decided to develop materials in the form of English speaking textbook for seventh grade students of FDS program of Islamic junior high schools. It belongs to supplementary materials as it is developed to support the main book of English used by the English teacher and the students. The needs of the students and MI profile of the students which have been described in the proceeding section become the main points taken into account in the development of the textbook.

a. The syllabus

A syllabus was developed to delimit the goals, the contents, and the elements which will be included in the text book. The developed syllabus guided as well as eased the researcher in developing the textbook since the learning competences, the goals, and the elements of the textbook had been predicted before. Moreover, the adaptation of the steps of task-based materials suggested by David Nunan through a Task-Based Language Teaching (TBLT) approach becomes the foundations in preparing the syllabus. The steps include selecting real world task schema building, controlled practice, authentic text practice, focus on form task, freer activity, pedagogical task and focus on learning process task. These steps encourage students to gain good understanding and to become independent learners. The syllabus that has been compiled includes the following points: topics, activities, vocabulary items, grammar focus, and multiple intelligences. The general description of supplementary materials developed is presented in the next section.

b. General descriptions of the textbook

The title of the textbook is *Raise Your Voice*. Since the textbook focuses more on speaking activities, the title is expected to be able to represent the general objective of the book that is to improve students' acquisition and skill in English speaking by accommodating students' MI profile with appropriate materials. Below is the display of the front cover of the materials.



Figure 11. Textbook Cover

The textbook contains six units. Each unit includes five book features which represent the steps of task-based materials suggested by David Nunan as presented below.

Steps of task-based materials

The book features

Selecting a real world task



(written as the objectives in each unit cover)

Schema building



Activate Your Mind

Controlled tasks



Give It A Try

Authentic text task	➡	Explore More
Focus on form task	➡	
Freer activity	➡	Get More Fun
Pedagogical task	➡	Show It Off
Focus on the learning process task	➡	Self Reflection

Since the book is designed for Islamic school students, the researcher then decided to incorporate some Islamic values in the materials. The Islamic values are in the form of choice of pictures, choice of characters' names in the dialogue, themes of the dialogue, etc. However, the portion of Islamic values in the text book does not become the researcher's focus of research. On the other hand, the students' needs of authentic materials caused difficulty for the researchers to find the appropriate materials containing the Islamic values.

The textbook has six topics of learning materials which are included based on the students' choices. They are Greeting and introducing one self and other people, describing animals, describing place, describing things, expressing apology and gratitude, and expressing warning and caution. The description of each unit will be presented as follows:

c. Unit descriptions

1) Unit 1

Unit 1 is concerned with the expression for introducing one self and other people as well as the expressions of greetings and saying farewell. This unit is entitled "Let's get Acquainted" which refers to the learning objectives of the unit.

After learning this unit, the learners are expected to be able to: (1) greet someone and say farewells, (2) spell alphabets, (3) introduce yourself to other people, (4) make WH questions and (5) introduce other people and how to respond it.

As stated before, this unit consists of seven book features representing the stages of task-based materials proposed by David Nunan entitled Activate Your Mind, Give It A Try, Explore More, Get More Fun, Show It Off, and Self Reflection.

In Activate Your Mind section, the students practice two tasks. In the task 1, the students watch two movie segments from Up and Despicable Me movies. Based on the movie segments, the students then answer the some inferential questions. The students are expected to think logically based on the given video. Furthermore, a follow up questions are given to be answered based on the students' background knowledge and experience. This task tries to accommodate students' Logical Mathematical intelligence with inferential questions. However, instead of accommodating single intelligence, the task also accommodates students' Visual-Spatial intelligence and Intrapersonal intelligence. In task 2, students are asked to work in pairs to do vocabulary exercise. Given four words in each number, students discuss with his/her partner to find the most different one and state why it is different. Furthermore, this task accommodates students' Interpersonal intelligence with the discussion activity.

For Give It a Try section, the students have eight tasks from Task 3 until Task 10. This section allows students to get more controlled practices through drilling activities. In Task 3, students are asked to complete short dialogues with

the expressions of greetings and farewells based on the pictures given. The students do the task in pairs and each pairs practice the dialogue orally. In task 4, the students are asked to complete longer dialogues in pairs and practice the dialogue with appropriate intonation and gestures. Both Task 3 and Task 4 accommodate students' Interpersonal intelligence with the pair work and role play activities. In Task 5, students learn about some questions usually used to ask personal information. The students should match the questions with the answers then practice it with friends. Task 6 is divided into two task, Task 6a and 6b. These tasks allow students to have follow-up activity from the previous tasks in the form of listening practice. In Task 6a, the students interview their English teachers using the questions in Task 5. The students then report the teacher's personal information in the provided table. Furthermore, in task 6b, the students once more practice the questions with their friends. The students in turn interview their partners and report the result in the provided table. These tasks accommodate students' Interpersonal intelligence with the interview activity. In task 7, students have a drilling game. The game is entitled "Play Ground Ball Catching". The students are divided into two groups so there are two groups playing the games. Each group stand or sit in a circle and some member hold a ball with a certain clue. The clue is related to the personal information that the students should describe. The game is played by throwing the ball to other participants, and the ball catcher should share her/his personal information. This game is aimed to facilitate students with drilling practice for pronunciation, grammar, and vocabulary. Furthermore, Bodily-Kinaesthetic intelligence dominantly

accommodates the students' MI profile with the dynamic game. Task 8 concerns pronunciation practice. This task is divided into three tasks, 8a, 8b and 8c. In task 8a, students practice a dialogue and practice spelling alphabets in appropriate intonation and sound. While, Task 8b, the students are asked to identify the sounds of each alphabet based on the colour given. Task 8B invites the students to practices spelling their name using the model dialogue in Task 8a. Moreover, the three sub-tasks in Task 8 accommodate students' Visual-Spatial intelligence with colourful alphabets. Task 9 invites the students to watch a video of a girl who is sharing her personal information. The students are then asked to complete the clozed text given based on what they hear from the video. After that, the students can compare their answer with friends. Furthermore, students' Interpersonal intelligence is accommodated by the discussion activity in this task. Task 10 invites the students practice self introduction using the model text in previous task. The students can change the model's personal information with their own as well as add more information.

As stated before, Explore More section represent the authentic text practice and the language focus concerning the texts. Instead of providing authentic texts for practice, the researcher offered the adapted ones. The students' level of English mastery based on CEFR which stands on Beginner level (A1) becomes the consideration of it. The researcher found it difficult to find the appropriate authentic texts which are suitable with the students' level of English mastery. Explore More section consists of five tasks including Task 11, Task 12, Task 13, Task 14 and Task 15. In Task 11, the students have a listening session by

watching a video about two people who are introducing each other. Based on the video, the students are asked to complete clozed dialogue. Meanwhile, Task 12 invites student to practice the dialogue based on their own personal information. Task 12 provides the students with pronunciation practice. The students are introduced to sound /aɪ/ and asked to circle the words having sound /aɪ/. Task 13 offers a listening practice which concerns the expressions to introduce other people. The students are asked to guess the name of the speakers in the conversation. In Task 15, the students learn about WH Questions.

Get More Fun section deals with the freer activity. It includes Task 16 and Task 17. In Task 16, the students are given “Hello Good Morning” song which is sung using the rhyme of “*Sepatu Kaca Cinderella*” song. After that, the students observe the lyric to find the words containing sound /eɪ/. Task 17 provides students with self-esteem exploration. The students are asked to describe themselves based on the guidance. The description refers to the students’ effort to gain self-esteem in them. In this case, the task tries to accommodate the students’ Intrapersonal intelligence with the activity.

Show It Off section represents pedagogical task. In unit one, there are two tasks for this section. Task 18 offers an activity which allows students with pair group activity. The students are asked to complete a dialogue with the expressions to introduce other people. While, in Task 19, students are asked to create a suitable situation and dialogue based on the given pictures. The students then should practice the dialogue they have made. Moreover, Task 18 accommodates

the students' Linguistics intelligence and Task 19 accommodates the students' Visual-Spatial intelligence with the activity.

Self-Reflection section has only one task. In Task 20, the students are invited to do a reflection towards the learning process they have passed in Unit 1. There are four categories of speaking skill progress that the students can choose based on the improvement they have got. This Task represents students' Intrapersonal intelligence with the activity.

2) Unit 2

Unit 2 deals with the descriptive texts concerning animals. After studying this unit, the students are expected to be able to: 1) identify animal names, 2) identify animals' characters, 3) identify animals' body parts, 4) identify animals' movements, and 5) describe animals at least in 5 sentences. Furthermore, Unit 2 adapts the seven stages of Task-based materials suggested by David Nunan which are represented into six book features namely Activate Your Mind, Give It a Try, Explore More, Get More Fun, Show It Off, and Self-Reflection.

In Activate Your Mind Section, the students have three tasks. In Task 1, the students work with a brain teaser picture. The students are asked to guess how many animals and what animals they can find in the picture. In this case, the task tries to accommodate the students' Logical-Mathematical intelligence. Task 2 provides students with pronunciation task. The students are given a number of animal names to be pronounced correctly. Task 3 is the follow up of the previous one. In this task, the students should complete short conversation based on each animal picture given. The pictures refer to the animals mentioned in the preceding

task. Task 2 accommodates the students' Musical intelligence through the pronunciation practice and Task 4 accommodates the students' Naturalist one through identifying animal activity.

In Give It a Try section, the students have seven tasks. In Task 4, the students describe two animals using the adjectives in the provided box. The students are also invited to attach their favourite animals to describe. This task accommodates the students' Visual-Spatial intelligence through observing picture activity. In task 5, the students observe three pictures including a boy, a bear, and a snake then write the same body parts owned by each picture. This task accommodates the students' Naturalist intelligence with the observation activity. In Task 6, the students have a discussion in a small group to learn vocabularies on animals' body parts. The task is completed with some expressions they can use during the discussion. These expressions may help students reduce their anxiety in speaking English as one of their problems in learning English speaking. Furthermore, this task accommodates the students' Interpersonal intelligence with discussion activity. In Task 7, the students have a game which accommodates their Bodily-Kinaesthetic intelligence. The game is still concerned with animals' body parts. Task 8 adds the students' understanding on animals' body parts. In each number, the students are given four animals. The students should discuss in groups which animal is different among others based on their body part. Task 9 provides the students with vocabulary enrichment on animals' movement. In task 10, the students watch a video about animals' movements then make sentences

using exclamation to describe the animals' movements. Moreover, all tasks in Give It a Try section refer to drilling activity through the tasks.

Explore More section consists of five tasks. In task 11, the students are exposed with a conversation of two people in a pet shop. The students read and practice the conversation with suitable intonation. In Task 12, the students are given some inferential questions referring to the preceding task. Task 13 provides the students with an exercise to enrich the students' vocabulary on some characteristics of animals. In Task 14, the students listen to a recording about Sally's favourite cartoon characters and answer the following questions. In Task 15, the students arrange some sentences into a good descriptive text.

Get More Fun sections have three tasks. In Task 16, the students should complete a poem based on the recording, then practice the poem with suitable gesture and intonation. The students are allowed to explore their creativity in presenting the poem. In Task 17, the students are asked to paraphrase the poem in the form of a descriptive text. Task 18 invites the students to learn descriptive texts through drawing. The students will listen to a recording about a girl who describes her imaginative animals and the students have to draw the animal in the provided sheet.

Both Show It Off and self-reflection sections have only one task. Task 19 invites the students to work individually. They should attach the picture of their pet or their favourite animals and describe the picture. Furthermore, Task 20 refers to the students' reflection about their improvement indication in speaking skill concerning describing animal after following the tasks.

3) Unit 3

The title of unit 3 is “How I can Get to...?” In reference to the title, the unit is dealt with descriptive text concerning places. After learning this unit, the students are expected to be able to: 1) identify places in the city, 2) ask for and give information about location using preposition of places, 3) ask and give information about location using there is and there are, and 4) give and follow instruction to get to a place. The following is the unit title of Unit 3.

In activate Your Mind section, the students get three tasks. In Task 3, the students are given a task which accommodates their Intrapersonal intelligence. The students are asked to answer the questions about the given pictures based on their experience. Task 2 offers an activity which accommodates the students’ Naturalist intelligence through sorting activity. The students are given a number of words to be categorized into the appropriate categories. The given words are also supported with stress signal to help the students pronouncing the words with good intonation. In Task 3, the students are exposed to some expressions to ask for directions. The students learn the falling, rising, and flat intonations in this task. This task accommodates the students’ Musical intelligence with intonation detection activity.

In Give It a try section, the students have three tasks. In task 4, the students listen to a recording to complete the sentences which then to be stated true or false. In this task, the students learn about prepositions of places. Moreover, the task accommodates the students’ Visual- Spatial intelligence through the map observation. In Task 5, the students learn vocabularies about the names of school

buildings. This task accommodates the students' Logical Mathematical intelligence through the activity. In Task 6, the students conduct a school observation to practice prepositions of places. First, the students are given a model dialogue to practice, after that, the students use the model dialogue to have some conversation with friends concerning the location of some building in their school. This task tries to accommodate the students' Interpersonal intelligence.

In Explore More section, the students have four tasks. Task 7 accommodates the students' Verbal-Linguistic intelligence with the reading activity. The students in pairs are asked to read the conversation and complete the missing preposition based on the map given in Task 4. Then, the students should answer some comprehensive questions related to the text. In Task 8, the students learn about the sound /æ/ through simple tongue twisters. In Task 9, the students learn the use of *there is* and *there are* by reviewing the conversation in the preceding task. This task accommodates the students' Logical-Mathematical intelligence. Task 10 offers a listening exercise focusing on the use of *there is* and *there are* in sentences. The listening activity is also followed by some comprehensive questions related to the text.

Get More Fun section has seven tasks including Task 11 until 17. In task 2, the students have an exercise to increase their understanding on the use of *there is* and *there are*. Task 12 is the follow up of the preceding task. Using the same column in Task 11, the students have a small interview in pairs to ask whether their partner's house is near to a certain public places. Some helpful expressions are also provided to ease the students in speaking. Task 13 offers a listening task

through a movie segment which accommodates the students' Linguistic intelligence. The students are exposed to some vocabularies related to GPS instructions from the movie scene. The task is supported with URL link and QR code which can connect the students with the video using a scanner application in their android. In Task 14, the students have a listening session again to learn about directions to get to a place. In Task 15, the students learn some vocabulary on directions through signs. In Task 16, the students have a song to help them more understand directions.

Show It Off section concerns the pedagogical tasks. There are three tasks in this section including Task 17, 18, and 19. Task 17 provides students with listening sections which accommodates the students' Bodily-Kinaesthetic intelligence through the drawing activity. The students are asked to draw lines on the given map based on the directions given. Task 18 can be said as a follow up of the preceding task. After listening to a text on direction, in this task the students are asked to have a small conversation about giving directions of some public places based on the map on the preceding task. The task is also completed with model conversation to be adapted by the students so that they do not need to be anxious in practicing the language. In Task 19, the students should draw a map of their school environment and some public places surrounded. Then, they have to describe the directions to two public places if they start from their school. Thus, the activity in Task 19 clearly accommodates Bodily-Kinaesthetic intelligence with the drawing activity.

Finally, Task 20 reflects the students' self-reflection concerning their improvement in mastering the speaking skill after studying this Unit. There are four points of indicators need to be considered reflecting the learning objectives or target tasks stated in the beginning of the unit.

4) Unit 4

Unit 4 is entitled “Find Me Around”. It focuses on descriptive texts concerning things. After studying the materials, the students are expected to be able to: 1) identify things' names, 2) identify things' characters, 3) mention adjectives used to describe things, 4) describe things at least in five sentences. The following is the cover of Unit 4.



Figure 12. Unit Cover of Unit 4

In Activate Your Mind section, there are four tasks. Task 1 is dealt with observing a picture activity. The students are asked to find several things in a

given picture and state the things using *there is* and *there are*. This task accommodates the students' Visual-Spatial intelligence. In Task 2, the students learn to pronounce some colours by repeating after their teacher, find some things in the students' house with those colours, and make a simple dialogue with a partner using the model dialogue provided. This task accommodates the students' Musical Intelligence. Task 3 also accommodates the students' Musical intelligence with pronunciation practice. The students are introduced to vocabularies related to adjectives to describe a thing. In Task 4, the students complete simple dialogues using the vocabularies in the preceding task. This task accommodates the students' Naturalist intelligence.

There are eight tasks Give It a Try section including Task 5 until 12. In Task 5, the students have an activity which accommodates their Bodily-Kinaesthetic intelligence. The students draw lines from each given picture to the correct shape, size and texture. Task 6 accommodates the students' Visual-Spatial intelligence with observing a picture activity. The students circle in different colours for several shapes of things found in the picture. Task 7 accommodates the students' Interpersonal intelligence with pair work. The students in pairs make simple conversation using the result of the observation in the preceding task based on the given model dialogue. In Task 8, the students do a pantomime game which accommodates the students' Bodily-Kinaesthetic intelligence. The students tick the texture in the table based on the given picture. Then, make it a good sentence orally with partners. Task 10 accommodates the students' naturalist Intelligence. The students describe the given pictures using two or three adjectives for each

picture. Then, pronounce it correctly. Task 11 accommodates the students' Verbal-Linguistic Intelligence. The students describe the given pictures using the adjectives in the box or by your own words orally. Task 12 accommodates the students' naturalist Intelligence. The students observe the given pictures, then write its description. After that, the students should say the sentences in good intonation.

Explore More section consists of five tasks including Task 13, 14, 15, 16 and 17. In task 13, the students watch the given video, write down the sentences mentioned in the video and pronounce the sentences correctly. This task accommodates the students' Visual-Spatial intelligence. Moreover, Task 14 accommodates the students' Verbal-Linguistic Intelligence. In this task, the students read a dialogue by repeating your teacher, then act it out in front of the class with partners. Task 15 provides students with inferential questions related to the preceding text. This task accommodates the students' Logical-Mathematical intelligence. Task 17 also accommodates the students' Logical-Mathematical intelligence with arranging sentences in a good order based the generic structure of a descriptive text. In Task 17, the students watch a given video, write down the words mentioned in the video and write down the sentences heard in the video. After that, the students should pronounce the sentences correctly.

Get More Fun, Show It Off and Self-Reflection sections have only one task for each section. Get More Fun section includes Task 18 and offers a board game for the students. This task accommodates the students' Bodily-Kinaesthetic Intelligence with the game. Task 19 in Show It Off section provides the students

with pedagogical task. The students attach a picture of their favourite thing. Then describe it and present their work in front of the class. Finally, Task 20 which accommodates the students' Intrapersonal intelligence with self reflection activity related to the students' improvement in speaking English.

5) Unit 5

The title of Unit 5 is "Say You're Sorry". In this Unit, however, the students learn not only the expressions of apology but also the expressions of gratitude. After learning the unit, the students are expected to be able to: 1) express apology appropriately, 2) respond someone apologizing, 3) express gratitude appropriately, and 4) respond someone's gratitude. The design of the unit cover tries to represent the content of the unit. The chosen hadith for this unit is one which is related to the etiquettes in social relations. This hadith is chosen to show the students how Islam concerns this thing. Islam teaches people to apologize in sincere ways. An illustration about apology is also added in this unit. The stage of apology is offered to give the students a view how a mistake should be treated. Based on the illustration, there are six stages in facing our own mistakes. When we have a mistake towards other people, the first thing we should do is admitting to ourselves that we have done a mistake. Then, we need to understand what our mistake is, why it can happen, what will happen if we ignore it. The third stage is apologizing in which the knowledge of the expressions of apology is needed. Moreover, apologizing is not the final step in treating a mistake towards other people. We should also make up, promise, and care to others. Moreover, the following is the design of Unit 5.



Figure 13. Unit Cover of Unit 5

In Active Your Mind section, the students have two tasks. Firstly, the students watch a video and discuss the content through the inferential questions concerning the video and their prior knowledge. Then, the students are asked to complete some dialogues with provided expressions of apology. As a follow up, there are some self reflection questions given concerning the students mistakes which have been done in recent days. The students do not need to share their answers to others, rather do the self reflection for themselves. Some knowledge of the expressions for apologizing is also introduced in this section.

Give It a Try section is concerned a lot with controlled tasks in which the students are more exposed to drilling practices of the key language structures, vocabularies and functions that are necessary for the students to fulfil the target task. In this section, the students are given a chance to have a drilling practice in the use of gerund in the expressions of apologizing. In the next task, the students

use the expressions they have learnt to complete a dialogue based on different contexts.

In Explore More section, the students are exposed to adapted authentic texts through listening activities. The students are asked to fill the blank in the provided texts based on the recording. After that, the students answer the comprehension questions based on the given texts. For focus on language form stage, the students are exposed to the use of “can” and “will” in offering something. This material is dealt with the way to do a responsibility as a follow up of sincere apology. The students do not only learn the expressions but the appropriate attitude of apologizing. The students learn how to do a sincere apology which includes the apology expression itself followed by conveying the reason why the mistake can happen and how the students take a responsibility towards the mistake.

In Get More Fun section, the students are exposed to an English song entitled “I’m sorry” by Irfan Makki. This is an Islamic song telling about the writer’s apology to Allah for all mistakes he has done. Instead of learning the content, the students only learn how to pronounced the lyric and learn some minimal pairs in the lyric. Through the musical activity, the students will be more interested and able to learn pronunciation through drilling method unconsciously.

In Show It Off section, the students are given a problem solving tasks. In small groups, the students are asked to find the most appropriate advice for some mistakes from different situations. Then, in the next task, the students (still in the same group) should share the recent unsolved mistakes that they have done or get

it from other people experience. The collected mistakes/ problems from each group then can be discussed to find the solutions and of course the idea to say the apology. The last task for Apology Expressions asks the students to create a dialogue of apology based on the problems discussed in the preceding task. The dialogue should show a sincere apology in which contains the apology expressions followed by the reasons and the responsibility towards the mistakes.

6) Unit 6

Unit 6 deals with daily expressions to get things done. After studying this unit, the students are expected to be able to 1) use positive and negative imperative appropriately, 2) identify the communicative purposes of warning/caution, 3) convey the meaning in a warning/caution orally, and 4) make a suitable warning/caution based on the context. To help students gain the four, Unit 6 provides tasks which accommodate them. Here, the materials on warning and caution are broken down into small parts followed by activities to deepen students' understanding about the materials.

In Activate Your Mind section, students are stimulated to relate their background knowledge and the topic will be discussed. It can be seen in Task 1 to Task 4. In Task 1, students are asked to observe pictures then make sense of the pictures. Teachers facilitate students with questions related to the pictures to explore students' knowledge. Before studying the topic, there are vocabularies related to the topic. In Task 2, students learn how the words are pronounced correctly further they can add new vocabulary about the topic. In Task 3, students match the pictures with the meaning. Students should be careful in identifying the

pictures and find the focus of the pictures. In Task 4, students study again the clauses in Task 3 and then use the clauses to complete the sentences in Task 4. Before ending the first section, there is Do You Know section. It serves students with materials talked in previous tasks. It contains rules on how to say command and prohibition in English politely and correctly. Through this section, students focus on the expressions will be used in the next sections.

In Give It a Try section, students are given eleven tasks. Task 5 facilitates students with creative thinking. They have to change the clauses into appropriate command and prohibition using rules presented in the previous section, Do You Know. Task 6 is one step ahead. Here, students ask themselves why the commands are given and what situation makes the commands given. In Task 7, students discuss the material about notice with their group members. Students then compare the different among notice types; command, caution/warning, information, and prohibition. In Task 8, students explore their understanding on notice by matching words with the appropriate notice sign. In the next task, Task 9, students in group identify the notice signs in Task 8 and then categorize whether the signs belong to command, warning, information or prohibition. After identifying the correct category, students then discuss the social function of the notice signs relate to their daily life. Task 10 accommodates students' Musical intelligence through pronunciation, intonation, and expressions. Besides practicing the Musical intelligence, students should answer the comprehension questions following the dialogue. Task 11 provides students with materials such as Task 7. In Task 11, students study the expressions of warnings; the situation

warning given and the types of warnings. Task 12 stimulates students' background knowledge with the situation given in the pictures. Using the expressions of warning that were previously learnt, students then give the correct expressions of warning to the situation. Task 13 needs students' carefulness in identifying the three words to find the odd ones among the three. The vocabulary in Task 13 still relates to the notice and warning. Task 14 accommodates students' Musical intelligence through pronunciation and intonation. Students should pay attention to the underlined words which will be discussed in the next task. Beside acting out the dialogue correctly, students are asked to understand the content of the dialogue. To focus more on the dialogue, students are asked to answer the comprehension questions following the dialogue. By studying the dialogue in Task 14, students then are asked to focus on the underlined words in the dialogue. Task 15 facilitates students to independent learning. To get more understanding on the words, Task 15 provides exercise which ask students to complete the sentences and create sentences using words of "must" and "mustn't".

Get More Fun section has three tasks. In Task 16, students play games using expressions of warning. Before playing the game, students should read the rules carefully. In Task 17, students identify public places and the possible notice signs found. As in Task 17, Task 18 also asks students to study the picture. The different is that in task 18, students are asked to draw an eye-catching sign related to the pictures.

Show It Off section contains table which students need to write a dialogue using the situation in Task 18 and act the dialogue out. While, in Self Reflection

section, students reflect of what they have learnt, what difficulties they find, what they like, and how they can solve the problems.

3. Evaluation by Experts

Having developed the first draft of materials, the researcher went to the experts of materials developments and MI to get an evaluation related to the developed materials in accordance with the procedure of the research. The results of the evaluation by the experts is presented as follows.

a. Feedback from the Experts

The evaluation towards the developed materials was conducted by three experts. The first one was the senior lecturer who is an expert in MI and materials development and the second ones were two English teachers from the sample students as the field experts. The evaluation by some experts was conducted to get more trustworthiness towards the developed product. The evaluation results were then become the considerations revise the materials to be more valuable in its concept and quality. However, suggestions and criticism were given only by the senior lecturer. While the second and third experts gave their judgement merely through the questionnaires. In accordance to the results of the evaluation, there were ten suggestions and criticism given by the senior lecturer including the materials' input, materials' organization, and language. Those all aspects were significantly considered since they had a strong influence in the contents of the developed materials. The table below shows the results of the experts' evaluation.

Table 5. The first Expert's Suggestions

No	Aspects	Suggestions
1.	Materials' organization	Please add one page which involves "author, lay outer, reviewer, publisher, and year".
2.	Materials' organization	Two different activities should be separated into two tasks.
3.	Materials' organization	Please complete the source / reference of the used pictures.
4.	Materials' organization	Change the indicators included in the table of contents with name of Tasks/Activities/book features.
5.	Materials' input	This book is for MTs students, why don't you incorporate more Islamic values?
6.	Materials' input	Underline the letters showing the sounds in the phonetic symbols for English.
7.	Materials' input	Please don't ask your students to make a transcription from a recording.
8.	Materials' input	It won't be an appropriate activity; human VS ghosts. Not authentic.
9.	Language	Revise the spelling errors in each unit.
10.	Graphic design.	Change the symbols above the instruction (Multiple Intelligence symbols) into the clearer one. That's not clear.

The first draft of developed materials, then, was revised by considering the given criticisms and suggestions (the details of the revision could be found in subchapter *b. First Draft Revision based on the Experts' Judgments*, page 90). The revised product was then given back to the expert to get his assessment by filling in the questionnaire covering the aspects of content, materials presentation, and language. The following table shows the changes in more detail.

Table 6. First Draft's Revision Details

No	Aspects	Before Changes	After Changes
1.	Materials' organization	There's no page informing the author, reviewer, lay outer, etc	The book has been added with one page involving the information of the name of the author, reviewer, lay outer, etc.
2.	Materials' organization	Some tasks include double or multiple activities in one task	Each task includes only one activity or more activities divided by sub task.
3.	Materials' organization	The source/ reference of the pictures were still very limited.	The source/ reference of the pictures has been completed.
4.	Materials' organization	The table of contents contained the names of each unit and the indicators of each unit.	The table of contents contains the names of each unit and the book features in each unit.

5.	Materials' input	The book contained less Islamic values	The book contained more Islamic values
6.	Materials' input	The example sounds in the phonetic symbols for English were not underlined.	The example sounds in the phonetic symbols for English have been underlined.
7.	Materials' input	There was one task which asked the students to make a transcription from a recording.	The task which asked the students to make a transcription from a recording has been changed into filling the blank based on the recording.
8.	Materials' input	There was one task which included a movie segment showing a conversation between a human and ghosts.	The movie segment showing a conversation between a human and ghosts was deleted and changed with a recording between two boys who are introducing each other.
9	Language	There were some spelling errors in each unit.	The spelling errors have been revised.
10.	Graphic design	Each task was completed with eight symbols of MI	Each task is supported by only one symbol of

		with the biggest size of the symbols showing the dominant intelligence accommodated by the task.	intelligence showing the dominant intelligence accommodated by the task.
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The results of the evaluation in the form of questionnaire was calculated by using quantitative data conversion proposed by Sudijono (2003). The result of the statistical calculation from the first expert was presented in the following table.

Table 7. First Expert's Questionnaire Evaluation

No	Aspects	Number of Statements	Sum of Scores	Final Mean Scores
1.	Content	16	71	4,4
2.	Material presentation	14	60	4,3
3.	Language	6	27	4,5
4.	Graphic design	7	32	4,6
Total		43	190	4,4

The above table shows that the aspect having the lowest score was the material presentation. In regard to this, five of ten criticism and suggestions given by the first expert dealt with the materials' presentation (materials' organization). The total mean score of the content of the developed materials was 4,4. It also represented the criticism and suggestions given by the expert. There were four of ten criticism and suggestions dealt with the content (materials' input). Instead, the mean score of the language was 4,5 and the mean score of the graphic design was 4,6. In regard to these, there was one suggestion dealing with the language and the

graphic design of the developed materials. Moreover, the total mean score for the developed materials was 4,4 which categorized into “very good”.

The second experts were the English teachers of seventh grade students of full day school program of MTs N 1 Kebumen. The result of the statistical calculation from the second expert was presented as follows.

Table 8. Second Experts’ Questionnaire Evaluation

No	Aspects	Number of Statements	Sum of Scores	Final Mean Scores
1.	Content	16	72,5	4,5
2.	Material presentation	14	65,5	4,7
3.	Language	6	27,4	4,6
4.	Graphic design	7	33	4,7
Total		43	198,5	4,6

From the above table, it could be concluded that the mean score for all aspects was 4.6, which categorized into “very good”. In addition, based on the result from the three experts, it can be concluded that the developed materials –in which in the form of a book prototype– was appropriate to be tried-out in the field testing.

b. First Draft Revision based on the Experts’ Judgments

There were ten criticism and suggestions given by the expert which were significant to consider in revising the first draft of the developed materials. By considering this, it was expected that the materials would be more reliable in its concept and quality. The detail criticism and suggestion given by the expert were divided into three categories including the materials’ organization, the materials’ input, and the language.

The first categories of criticism and suggestions dealt with the materials organization. First, the expert suggested the researcher to add one page informing the name of the author, the reviewer, the lay out designer, and some other information. Moreover, the researcher had considered that this page is valuable to add, as giving details information concerning the author, the reviewer, the lay out designer, and the year will give reliability towards the product and minimize the plagiarism. Second, the expert suggested breaking down the tasks containing multiple activities. However, in the first draft, there were several tasks containing multiple activities in a task. The expert conveyed that it would be difficult for the students to understand the instructions of such tasks clearly. Thus, it would be better if the tasks were broken down into two or more tasks to ease the students in learning the books. However, instead of breaking down the tasks into several tasks with single activity, the researcher broke the tasks into sub-tasks with different instructions without dividing the activities into several tasks. This consideration was based on the fixed number of the tasks provided in each task that was 20 tasks for each unit. The third suggestion is that to complete the references of the pictures attached in the developed materials. Yet, the materials were then completed with the sources/ references of the pictures as indeed, it was important to do so. Fourth, the expert suggested changing the concept of the table of content. In the first draft, the table of contents contained the information of the titles of each unit, the pages, and the indicators of each unit. The expert found it not suitable to put the indicators in this page. Then it was suggested to give more information of pages from each unit. The researcher then changed the indicators

into the information of the pages of the book features in each unit. Thus, this information will ease the students as well as the teacher to find the pages when they wanted to jump to different unit or activities. The fifth suggestion dealing with the materials' organization was that to change the symbol of MI attached in each task. As stated before, every task in each unit was developed to accommodate at least one dominant intelligence based on MI theory. In the first draft, each task was completed with eight symbols of intelligences but, the symbol representing the dominant intelligence had the biggest size among others. The expert found this design as not clear. The researcher then decided to change the design by putting only one intelligence symbol in each task.

B. Try-out

The developed textbook was tried-out on December 2018 in MTs N 1 Kebumen especially in the seventh grade of Full Day School classes. The respondents were 64 students of seventh grade of full day school program. The materials being taught were descriptive texts concerning places and the expressions of apology and gratitude. Both the first and the second units were conducted in 2 meetings (2x2x40 minutes). Meanwhile, after learning the materials in the last meeting, the students were asked to inspect the rest of the textbook, followed by filling in 35 numbers of evaluation questionnaires and having deep interviews. The questionnaires were given to all of the respondents, whereas the interview was conducted to 12 students chosen randomly from the respondents to get deeper information about their evaluation. The questionnaires

were given to get students' judgments related to general, input, language, and graphic design.

C. Final Draft Revision

Having conducting the field trial and obtaining evaluation from the experts and the students, the researcher did some revisions needed to be done based on the results of the evaluations including the questionnaires and student interviews. The followings are the results and the follow-up.

1. Feedbacks from the Students

After getting the students' evaluation in the field trial, the researcher analysed the results of evaluation covering four aspects had been stated previously. (See Appendices: Students' Evaluation Interpretation). From the field trial, there were not many negative comments towards the materials. The major suggestion that needs to be considered was concerning the input. Some students suggested adding a vocabulary list related to the topics in the materials. This suggestion came up as the students had a vocabulary mastery program from school, the students have a responsibility to memorize a number of vocabularies in a year of study. The students would feel helped much with the vocabulary list provided in their English book. Therefore, the researcher decided to add a glossary or mini dictionary related to the vocabularies used in the materials. The glossary was put after the end of Unit 6.

P : Kalo kritik dan saran untuk buku ini mungkin? (*Is there any suggestion or criticism towards this book?*)

S : Kamus kecil untuk kosakata (*Mini dictionary for vocabulary enrichment*)

(Interview transcript 2, December 2018)

P : Ok baik. Makasih ya. Mungkin ada kritik atau saran untuk pengembangan buku ini? (*OK, then. Is there any suggestion or criticism towards this book?*)

S : Paling tinggal kamus (*I think a dictionary only*)

(Interview transcript 9, December 2018)

Moreover, a criticism was also conveyed by the students concerning the cover design. One said that the design colour of the book cover was too monotone. However, previously, the book cover was dominated with blue and black colour. To fulfil the respondents' preference of colourful design, the researcher then changed the design colour into the combination color of soft-orange and light blue.

P : Mungkin ada kritik atau saran dari adik? (*Is there any suggestion or criticism from you?*)

S : Cover buku nya agak monoton warnanya (*the book cover is monotone*)

P : Oo agak monoton ya, jadi lebih bagus yang lebih berwarna gitu ya. (*Oh I see. So it is better to be changed into the colourful one, isn't it?*)

S : Iya, ya warna kuning apa hijau gitu. Ini kan udah ada biru. (*Yes, You can add yellow or green. There has been blue (in this design)*)

(Interview transcript 9, December 2018)

Meanwhile, the rest of students gave positive feedbacks that the textbook was interesting, the activities and the layout colour were varied, the language is appropriate to their level, and the insertion of Islamic values is proportional for them.

P : Farah menurutmu secara umum penilaian tentang buku ini bagaimana? (*Farah, What do you think about this book in general?*)

S : Menarik mendidik juga (*It's interesting and educating*)

P : Menariknya dari segi apanya ya? (*Which aspect is interesting?*)

S : Dari segi bukunya itu berwarna (*The book is colourful*)

(Interview transcript 4, December 2018)

P : Oke dengan dek Sandika yaa. Mau tanya secara umum pendapatmu tentang buku ini bagaimana? (OK, I'm with Sandika, aren't you? What do you think of this book in general?)

S : Menurut saya buku ini sangat membantu dari yang bisa menjadi lebih bisa (*I think this book is so helpful from being unable into capable*)

(Interview transcript 5, Desember 2018)

P : Oh sudah ya. Kalau jenis-jenis kegiatannya aktivitasnya apakah sudah bervariasi? (*OH it have, I see. Do you think the activities are varying?*)

S : Sudah cukup bervariasi karena gak cuman berbicara namun juga mempraktekan setiap hari (*It's quite varying, because we do not only learn how to speak but also use it in daily life.*)

(Interview transcript 1, December 2018)

The statistical calculation of the students' responses in the field trial is showed in the table below.

Table 9. Students' Questionnaire Evaluation

No	Aspects	Number of Statements	Sum of Scores	Final Mean Scores
1.	General	4	18,3	4,6
2.	Content	14	64	4,6
3.	Presentation	6	27,9	4,7
4.	Language	3	13,6	4,5
5.	Graphic design	8	36,5	4,6
Total		35	160,4	4,6

From the table above, it can be concluded that the lowest-score aspect is the language aspect and the highest-score aspect is the presentation. Thus, the total mean score is 4.6, which is categorized into “very good”. In addition, it can be concluded that the developed materials had been suitable to students' needs, MI and interest and were appropriate to be used as supplementary English speaking materials for seventh grade students of FDS program.

2. Product Revision based on Students' Evaluation

In reference to the result of the students' evaluation, there were two points of evaluation that should be taken into account. The first one is the students' needs of a mini dictionary in the speaking book. The existence of the mini dictionary was expected to be helpful for students to enrich their vocabulary enrichment as well as support them in improving speaking skill.

The second point that should be taken into account is the colour of the book cover. The first draft book cover was dominated by light blue, dark blue, and black colour. Since the students thought that it looks monotone and was not suitable with their interest, the researcher then decided to change the colour of the

book cover to make it more colourful and reflect the students' interests. The final draft book cover after the evaluation was dominated by soft orange and light blue colours.

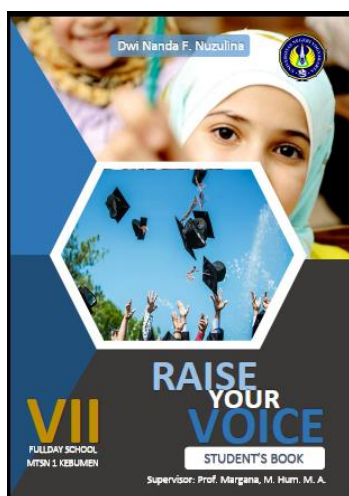


Figure 14. First draft book cover



Figure 15. Final draft book cover

After developing the materials based on the needs analysis and revising them based on the evaluation of experts and students, the final result of the textbook prototype design was made up. The difference is mostly about the presentation of the materials. It was concerned with the cover design, multiple intelligence symbol design, and the insertion of mini dictionary in the end of the materials. There were not any significant differences in the content.

D. Discussion

The English speaking supplementary materials were developed as the alternative solution to address the issue dealing with inadequacy of the existing materials, used in English speaking class, which provide more tasks focusing on the improvement of speaking skill. The materials were developed by incorporated

the concept of MI theory. Each task was dealt with at least one intelligence. By considering the eight intelligences, the materials would then provide more varying activities as it based on multiple intelligences rather one or two intelligences only. On the other hand, MI profiles dealt much with the students' interests. It means that the materials were developed based on the students' interest. It is in line with the criteria of good materials suggested by Richards (2001) that good materials should stimulate their interest.

The speaking activities provided by the textbook cover eight aspects of MI proposed by Gardner (1999, 2011) and Armstrong (2009), namely: visual-spatial intelligence (such as describing a map), musical intelligence (such as analysing sounds in a song), bodily-kinaesthetic intelligence (such as drawing an illustration based on the description), linguistic intelligence (such as doing intensive listening practice), logical-mathematical intelligence (such as answering inferential questions), interpersonal intelligence (such as having discussion), intrapersonal intelligence (such as doing self-reflection) and naturalist intelligence (such as doing activities with nature-based topics). The writer believes that providing activities by balancing the students' MI will ease them in mastering speaking skill. The student will find it easier in doing the tasks which meet their strength. In reference to this, Dastgoshadeh & Jazilzadeh (2011) in Zabitgil (2013:31) argue that diversity of learners and their unique needs call for the implementation of MI theory to the language classroom. This is due to the expansion of the concept of intelligence that MI theory offers from a previously static IQ conceptualization. MI theory should be conceptualized as a 'dynamic construct that is always

changing and evolving, which emphasizes each individual need of learners (Arnold and Fonseca, 2004:122 in Zabitgil, 2013:31)

Furthermore, providing various activities by taking into account the students' Multiple intelligences also in line with the ideas proposed by Tomlinson (2011) that good materials vary in style, mode, medium and purpose, and should be rich in features. It is supported by Hutchinson and Waters (1987:107) that good materials should provide a clear and coherent unit structure which will guide teachers and learners through various activities in such a way as to maximize the chances of learning.

In reference to the students' background, the subject of the research were the students of Islamic school. The school has the educational purposes to produce competent graduates who have good morals and strong faith of Islam. An Islamic atmosphere can be felt not only from the physical environment but also in the learning contexts. Thus, the developed materials were contextualized to the students' background. This information can be seen in some topics of the text, the insertion of Islamic good words (e.g. *Alhamdulillah*, *Masya Allah*, etc) the choice of illustration used in the materials and some inserted hadith or Al-Quran verse in the unit cover. This contextualization of the materials was supported by the criteria of good materials suggested by Howard and Major (2005) saying that the materials should be contextualized with the students' background.

In its development, the speaking book adapted the task based materials proposed by Nunan (2004) which include a series of steps in teaching, including target task, schema building, controlled practice, authentic listening practice,

focus on linguistic elements, freer practice, pedagogical task, and reflective learning (Nunan: 2004). Furthermore the textbook also adapts the Task-Supported Language Teaching in which several grammar-focused tasks are initially introduced before the pedagogical tasks. This aims to optimize the students' potential for the learning acquisition (Li: 2016)

E. Research Limitation

This research belongs to a mini research that has been carried out in accordance with R & D research procedures ranging from preliminary observation to the implementation of the developed materials. However, there are still some shortcomings during the research. These limitations are in the number of field trial meetings, the number of units being taught, the number of interviewed students and the materials being developed.

Due to the limitation of time given by the school (2 weeks before the semester tests), only four meetings could be held in the field trial and one initial meeting for the small group trial. Consequently, there were only two units taught at school, where each unit was taught for 2x meetings. The first unit was about describing places (*How I Can get to...?*) and the second unit was the expressions of apology and gratitude (*Say You're Sorry*). Both units were chosen because the researcher had to adjust to the materials that students were studying at school. However, the tried-out with the two units were enough to represent all units, because the order and content of the activities in each unit were similar. Students were also given enough time to catch a glimpse of the other units so that they

could give an overall assessment by filling out a questionnaire and being interviewed.

After doing the try-out, students were given the opportunity to fill out the questionnaire. While the students were filling out the questionnaire, some students were called by the researcher to conduct interviews to get deeper information about students' opinions that could not be submitted through a questionnaire. However, not all students could be interviewed due to the limited time. However, the data obtained through interviews was sufficient to be taken into consideration in the development of materials, along with the evaluation results of supervisors, experts, and questionnaires.

This textbook was developed based on the results of students' MI and NA. However, because each student has different MI characteristics, it may not be able to cover the MI-based activities percentage of students in several other areas. Therefore, the role of the teacher is needed to find out their students' MI profiles so that they can choose the materials or activities that are most suitable to be taught to their students. Furthermore, the proportion of Islamic values seems to be a shortcoming too. The researcher found it difficult to find as many as possible authentic texts which incorporate Islamic values. However, the results of the evaluation show that the proportion of Islamic values is adequate. The students argued that the book has adequate proportion of Islamic value – it is in balance between the Islamic and general issues.